CHARTER SCHOOLS IN IOWA

PROGRESS UPDATE

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INTRODUCTION

Charter school legislation was passed in lowa during the 2003 session. It allowed for 10 charter schools in lowa. The 2006 legislative session lifted the charter school cap to 20; however, no additional funding was allocated. At this time, there are nine public charter schools in the state of lowa. Schools with public charter school status are:

- Elma Elementary: Howard Winneshiek Community School District
- eSigourney Entrepreneurial Academy for Leadership (eSEAL): Sigourney Community School District
- Iowa Central Charter High School: Southeast Webster Grand Community School District
- Northeast Iowa Charter High School: West Central Community School District
- Northwest Iowa Charter High School: Hartley-Melvin-Sanborn Community School District
- Panorama Charter High School: Panorama Community School District
- Prescott Elementary Charter School: Dubuque Community School District
- Storm Lake/Iowa Central/Buena Vista Early College High School: Storm Lake Community School District
- Lincoln Academy of Integrated Arts: Davenport Community School District

The first two lowa public charter schools achieved charter status at the beginning of the 2004-2005 school year. During the 2005-2006 school year, five more charter applicants achieved charter status. The following school year, 2006-2007, three additional applicants achieved charter status. During the 2006-2007 school year, one of these charter schools chose to discontinue charter status. No additional charter applicants have achieved charter status.

The purpose of a charter school shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.

Iowa's public charter schools are guided by goals developed by Iowa's charter school application to the United States Department of Education (USDE), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USDE, the Iowa Department of Education (DE) outlined five goals. These goals are:

- Establish charter schools during the next three years representing a diversity of programs.
- 2. Provide technical assistance for charter schools throughout development and implementation.

- 3. Collect and analyze outcomes of the charter schools again, at a minimum, the state goals for school and student improvement.
- 4. "Incent," document, and disseminate best or promising practices.
- 5. Grow the Public Charter Schools Program beyond initial pilots.

This report serves as an update on the progress of the nine charter schools in Iowa. Each public charter school has developed, as a part of its application, goals for the charter. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals. Limited data are available for assessing success of charter schools in Iowa. This report describes progress made on each schools' goals.

ELMA ELEMENTARY CHARTER SCHOOL

SCHOOL/DISTRICT INFORMATION

Elma Elementary Charter School 319 Oak St.

Elma, IA 50628

Administrator: Robert Hughes, Principal

Howard-Winneshiek Community School District

1000 Schroder Dr. Cresco, IA 52136

First Year of Charter: 2005-2006

Students enrolled in Charter: 73, PreK-6 (2007-2008)

PreK: 8

K: 11

1st: 14

2nd: 6

3rd: 8

4th: 6

5th: 8

6th: 12

Number of Teachers: 13 (8.6 FTE)

CHARTER'S MISSION

To provide standard-based multi-age instruction that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and the community.

DESCRIPTION OF CHARTER

To provide standard-based multi-age instruction that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and the community.

The school is the charter school (school-wide charter) and is one of four elementary schools in the district.

ELMA ELEMENTARY CHARTER SCHOOL GOALS AND PROGRESS

GOAL: 1: Literacy/Vocabulary: Increase the percentage of students proficient in Reading.

- 2: Math: All students will develop the effective use of a variety of math problem solving strategies.
- 3: Science: All students will increase the understanding of the scientific inquiry method and its applications.

PROGRESS: Grade Equivalent Growth from 2005-06 to 2007-08

Elma Elementary Charter averaged approximately 12 months growth overall for all fourth through sixth grade students. Growth was extensively less for the fourth grade group, yet this small group had multiple learning needs. The following graphs show growth for each grade level using Grade Equivalent Growth. Grade Equivalent Growth data are the most accurate picture in seeing the progress made by the Elma Elementary Charter students.

Comparison to Show Growth National Grade Equivalency

Grade 3 (06-07) to Grade 4 (07-08)

REA	READING		MATH		NCE
06-07	07-08	06-07	07-08	06-07	07-08
3.1	4.0	3.3	4.2	4.2	4.6

Grade 3 (05-06) to Grade 4 (06-07) to Grade 5 (07-08)

	READING MATH SCIENCE			MATH				
05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
3.3	4.5	5.9	3.4	5.4	7.2	3.6	4.7	7.2

Grade 4 (05-06) to Grade 5 (06-07) to Grade 6 (07-08)

	READING MATH SCIENCE			MATH				
05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
4.4	5.6	6.1	4.7	6.1	8.2	5.1	6.2	7.2

GOAL 4: All students will select and use appropriate tools and technology resources to accomplish a variety of tasks, solve problems, do online research, and as a tool for presentation of information.

PROGRESS: Technology Checklists: District-wide technology skills checklists were developed for all grade levels. The Elma Elementary Charter students exceeded these expectations. Lower grade students had a high interest in computer/technology. The students created graphic design webs and PowerPoint presentations, along with using a wide variety of software. The upper elementary used the computers and technology on a daily basis. The students researched information on the internet, reviewed math skills on the Assessment and Learning in Knowledge Spaces (ALEKS) program, created Word documents, developed brochures, and formed PowerPoint presentations. The technology complimented academic studies very well, motivated the students, and offered great support in accomplishing tasks and communicating newly acquired information.

Digital camera documentation: Various activities, especially Project Based Learning (PBL) activities and creations were documented on digital cameras. The students used the digital cameras during fieldwork for PBL research. The technology venue offered motivation. **Laptop Use:** Students use laptops extensively in the school. Each child has access to a laptop and this resource has broadened their use of vocabulary, as well as, their understanding and knowledge of the world around them. Laptops are used by students to present their findings in the form of PowerPoint presentations, graphic organizers, or concept webs.

GOAL 5: Develop character education: Refine multi-age instruction.

PROGRESS: Social skills development was of high interest for the Elma Elementary Charter staff. Special emphasis was placed on setting expectations for the classrooms. Multi-age interactions were also of concern and emphasis. The students responded extremely well to the mixed and flexible groups. Choice and participation helped define the community atmosphere for the multi-age setting. The teachers carried out proactive classroom management techniques in a positive manner. Small group and cooperative activities re-emphasized the collaborative effort. The respect and opportunity for student involvement increased the participation, buy-in, and effectiveness of our safe and friendly school structure. Lower elementary students thoroughly enjoyed the multi-age setting. Preschool surveys emphasized this appreciation. Upper elementary grouped and regrouped students in various manners; clock partners, interest areas, content information, random, ability, and PBL groups. Students responded positively.

FURTHER ACTION STEPS TO IMPROVE ACHIEVEMENT

Reading Rubrics: Rubrics were maintained throughout the school year. The reading specialist worked closely with the teaching staff.

Book Club Discussion: Upper elementary students participated in book clubs and literacy circles. The students were flexibly grouped at different times. The students performed very well, were engaged in these activities, and found challenges in the literacy review. Discussions were meaningful and students demonstrated improved comprehension through their communications.

Oral Presentations: Particular emphasis was placed on articulating understandings during the project-based learning presentations. Group work increased communication requirements. Project-Based presentations were supported by oral presentation or defense of concepts and understandings.

Literature Circle Packets: Literature circles were experienced following Guided Reading instruction. The students were offered packets for support in carrying out student led literacy circles. The classroom teachers and reading specialist offered support, yet the students gained independence, collaborative social skills, and leadership skills in literature circle process.

Word Study/Spelling Program: Implementation of revised word study/spelling curriculum offered strong support for vocabulary development. The students and staff brainstormed a list or words that emphasized particular skill development and understanding. Follow-up activities reemphasized word usage, comprehension, vocabulary exposure and development.

Foreign Language Exposure: Spanish instruction was introduced to all of the students. Total Physical Response (TPR) techniques were used to engage the students in a natural manner.

Physical Response (TPR) techniques were used to engage the students in a natural manner. Student's vocabulary was complimented and encouraged by bilingual presentations. The students participated in daily calendar activities incorporating Spanish. A basic vocabulary and understanding of the Spanish language formed. Cultural understandings were further developed as well. The students are more aware of multicultural issues, vocabulary, and languages. Continued implementation and usage will be carried out. Further investment has occurred for Spanish resource materials.

Fine Arts Instruction Incorporating Percussive Music: Steel drums and percussive performance of Orff instruments occurred throughout the 2006 – 2007 school year. Lower elementary students were introduced to these instruments. There were two main percussion groups; second/third graders and fourth through sixth graders. Both groups played multiple times for building-wide concerts and for private presentations. The students' performances showed increased confidence and quality of production. An after-school music club formed to meet the student's interest level. This group played the steel drums. Technique greatly improved. The students understanding of hand position, stick usage, rhythm, patterns, and playing in the correct time improved.

NEEDS ASSESSMENT

Elma Elementary Charter School conducted a needs assessment in January of 2007, as a part of the district-wide needs assessment. Responses were disaggregated for the district and the school. Those surveyed were staff, students, and community members. Elma Elementary Charter School had 55 respondents and 870 district-wide.

Data Analysis: The parents strongly agreed that they felt the school does a good job motivating students. They also felt Elma Elementary Charter offers a safe learning environment. The parents offered feedback stating that they encouraged more emphasis in art, music, physical education, and talented and gifted education. Parents expressed appreciation for supportive relationship with teachers and adults at Elma Elementary Charter School. Concerns were voiced related to students respecting students, children in need getting help, and having appropriate selection of classes. Preschool services and early childhood daycare continue to remain as a community need. In response, preschool services were increased to five half days a week. Head Start services were contracted this last year. Early childhood daycare is being implemented to meet the community's desire and need for support. Elma early childhood center has built a new daycare/learning center: \$225,000 project. The parent surveys were informative and positive in offering feedback, support, and reaffirmation of the quality work of Elma Elementary Charter.

eSEAL: eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP

SCHOOL/DISTRICT INFORMATION

eSEAL

Sigourney Community School District

107 W. Marion

Sigourney, IA 52591

Adminstrator: Todd Abrahamson, Superintendent; Jeff Kirby, High School Principal

First Year of Charter: 2007-08

Students enrolled in Charter: 198 (2007-2008)

7th: 37

8th: 43

9th: 14

10th: 27

11th: 34

12th: 43

District Graduation Rate: 98.5

District Average Daily Attendance: K-8: 96.4 // K-12: 94.8

CHARTER'S MISSION

The eSigourney Entrepreneurial Academy for Leadership (eSEAL) is being formed with the unique focus to broaden choice for all students in the Sigourney Community School District in grades 7-12, including the district alternative school students and interested community members, to realize opportunities to be entrepreneurs, to select postsecondary options, and to expand opportunities in career fields. A long-range goal for the community is to stop the "brain drain" from the local area and to demonstrate that students can have a productive, successful life owning a personal business, locally or within the state of lowa.

DESCRIPTION OF CHARTER

eSEAL provides choice for students in grades 7-12 to grow entrepreneurial skills through the application of classroom knowledge to the actual experience of owning a personal business. A strong relationship with Indian Hills Community College allows students, through a flexible 4+1 schedule, to enroll in postsecondary classes leading to a variety of careers.

eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP: eSEAL GOALS AND PROGRESS

The 2007-2008 school year is the first year of the eSEAL charter. All data presented are baseline data.

GOAL 1: All students will achieve at high levels in reading comprehension.

<u>PROGRESS</u>: Forty-six percent of eSEAL students improved percentile rank in reading comprehension.

GOAL 2: All students will achieve at high levels in mathematics.

PROGRESS: Forty-four percent of eSEAL students improved percentile rank in mathematics.

GOAL 3: All students will achieve at high levels in science.

PROGRESS: Forty-two percent of eSEAL students improved percentile rank in science.

GOAL 4: Increase the number of classroom activities that utilize technology in the classroom in grades 7-12.

PROGRESS: Four mobile computer labs were added: 24 new computers per mobile lab

High school computer lab additions: 32 new computers

Science lab additions: 12 new computers

Family and Consumer Science classroom additions: 15 new computers

Math classroom additions: 15 new computers eSEAL incubator site: 11 new computers

Smartboards have been added in 12 classrooms

Student use of technology include:

- -PowerPoint presentations
- -Business plan development
- -Smartboard presentations
- -Assessments
- -Digital archiving
- -CAD
- -Tutorial (academic)

GOAL 5: Increase student participation in activities to develop leadership skills in grades 7-12.

PROGRESS: Students make regular presentations related to eSEAL:

-eSEAL students develop business plans and must provide justifications for expenses, marketing approach, location, distribution, and pricing.

-In 2007-2008, eSEAL students have made approximately 25 formal presentations to state agencies, lowa legislators, business leaders, the surrounding community, and their teachers regarding the charter school.

-eSEAL students enrolled in a total of 77 college level courses that are dual credit offerings.

-eSEAL students have individual business mentors once they have an approved business plan and enter the incubator. They meet jointly on a regular basis.

Curriculum that is utilized by eSEAL:

-7th and 8th grade classes are utilizing the DEF decision making curriculum from Stanford University, which is being used in relationship to teaching leadership skills at the junior high level. Additionally, the Merrill Lynch curriculum, based on entrepreneurship and leadership, provides a broad range of entrepreneurship skills for a younger age of students.

-9-12th grade business plan classes are utilizing the John Pappajohn curriculum from The University of Iowa.

GOAL 6: Increase the number of students that develop a business plan approved by the Incubator Business Committee.

<u>PROGRESS</u>: Students are required to organize and present business plans to the advisory committee for admission to the Incubator site.

-Eight students completed the work necessary to present a business plan to the Business Plan Committee. Six of eight plans were submitted. All six were granted approval for use of the incubator.

GOAL 7: eSEAL students in grades 9-12 will identify and evaluate market opportunities for entrepreneurial ideas.

<u>PROGRESS</u>: Students in eSEAL develop business plans if they are interested in starting a business. Each plan is reviewed and evaluated by a team of business leaders. The Business Advisory Committee evaluates and scores each business plan against current industry standards.

POSTSECONDARY TRANSITION

- 1. Seventy-eight different dual-credit courses were taken this year by Sigourney juniors and seniors.
- 2. Sixty-three juniors and seniors took advantage of dual enrollment ranging from arts, science, and CTE.
- 3. Twelve courses taught by Sigourney staff are appropriately licensed to provide dualenrollment courses in-house.
- 4. Sixty-six courses were provided at Indian Hills Community College.

IOWA CENTRAL CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Iowa Central Charter High School 30850 Paragon Ave. Burnside, IA 50521

Southeast Webster Grand Community School District Administrator: Mike Jorgensen, Superintendent

First Year of Charter: 2004-2005 Charter Renewal: 2007-2008

Students enrolled in Charter: 94 (2007-2008)

44 Juniors 50 Seniors

District Graduation Rate: 100%

District Attendance Rate: K-8: 96.4 // K-12: 96.2

CHARTER'S MISSION

To develop a fast track program that will assist students in working toward an associate in arts degree in a specific vocational area or toward a four-year degree program.

DESCRIPTION OF CHARTER

A partnership, with Iowa Central Community College, to serve 11th and 12th grade students who have specific vocational and academic needs and want to be on a fast track to postsecondary study.

The charter school is a school within a school.

IOWA CENTRAL CHARTER HIGH SCHOOL GOALS AND PROGRESS

GOAL 1: Increase the number of graduates who complete postsecondary training.

<u>PROGRESS</u>: Trend data show an increase in the number of graduates who complete postsecondary training.

	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Class Size	53	39	47	48
Percent completing postsecondary training	96%	100%	100%	100%

GOAL 2: Increase math, science, and reading ITED scores at grade 11.

<u>PROGRESS</u>: There is a decrease in scores for the 2007-2008 school year in the areas of reading, mathematics, and science.

Percentage of Iowa Central Charter High School Grade 11 Students on ITED

	2003-04	2004-05	2005-06	2006-07	2007-08
Reading	67.9%	65%	69.3%	83%	71.4%
Math	83%	80%	85.7%	76.6%	75.5%
Science	76.8%	85%	93.8%	87.2%	76.6%

GOAL 3: Improve ACT composite scores.

<u>PROGRESS</u>: ACT scores showed steady improvement from 2003-2007. The average composite score in 2007-2008 fell slightly to 23.5 from 24.1. The average score of 23.5 is still above state averages.

Average Composite Score on ACT

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Average Composite Score on ACT	21.4	21.0	21.8	24.1	23.5

2007-2008 Average ACT Scores Compared to State Averages

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	English	Math	Reading	Science	Composite	
Iowa Central	23.7	23.2	23.6	23.1	23.5	
State	21.6	21.9	22.6	22.3	22.3	
Average						

GOAL 4: Increase the course offerings available to all students and individualize instruction to meet individual needs.

<u>PROGRESS</u>: This is an action step, not a goal. The charter school continues to work to complete this action.

Other Indicators of Success

	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Total number of college credits taken	1076	869	1157	1172
Average number of credits per graduate	20.3	22.3	24.5	24.4

NORTHEAST IOWA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Northeast Iowa Charter High School 305 Pember Maynard, IA 50655

West Central Community School District Administrator: John Johnson, Superintendent

First Year of Charter: 2005-06

Students enrolled in Charter: 49 (2007-2008)

18 Juniors 31 Seniors

District Graduation Rate: 100%

District Attendance Rate: K-8: 96.4 // K-12: 96.2

CHARTER'S MISSION

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

DESCRIPTION OF CHARTER

Partnership between Northeast Iowa Community College and West Central High School for 11th and 12th grade students to provide unlimited learning opportunities producing a high qualified work force.

The high school is the charter school.

NORTHEAST IOWA CHARTER HIGH SCHOOL GOALS AND PROGRESS

GOAL 1: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

<u>PROGRESS</u>: The number of students graduating with dual concentration increased from 91 percent in 2006-2007 to 96 percent in 2007-2008.

Northeast Iowa Charter High School: Students Graduating with Dual Concentration

	2003-2004 Pre-Charter	2004-2005 Pre-Charter	2005-2006	2006-2007	2007-2008
All Seniors	16/27	8/17	22/23	30/33	29/31
	59.3%	47%	96%	91%	96%
Low SES	2/8	1/4	1/1	3/3	3/4
	25%	25%	100%	100%	75%
IEP	2/6	0/5	1/2	3/5	3/5
	33.3%	0%	50%	60%	60%

GOAL 2: Increase the number of graduates who complete postsecondary training.

<u>PROGRESS</u>: See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

Northeast Iowa Charter High School: Number of Graduates Completing PostSecondary Training

Class of 2005	Class of 2006	Class of 2007	Class of 2008
18 Graduates	23 Graduates	33 Graduates	31 Graduates
9 took college	22 took college	30 took college	29 took college
courses	courses	courses	courses
3 earned 15 credit	16 earned 15 credit	22earned 15 credit	24 earned 15 credit
hours	hours	hours	hours
	3 earned 30 credit	12 earned 30 credit	16 earned 30 credit
	hours	hours	hours
		3 earned 40 credit	5 earned 40 credit
		hours	hours
			1 earned 60 credit
			hours
			1 earned an AA
			degree

GOAL 3: Increase ITED scores for 11th grade students in reading, mathematics, and science.

<u>PROGRESS</u>: ITED scores for 11th grade charter students decreased in reading and science. ITED scores in mathematics increased.

Northeast Iowa Charter High School: Percentage of Charter Students Proficient in Reading, Mathematics, and Science on ITED

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	2005-2006	2006-2007	2007-2008		
Reading	83%	96%	83%		
Mathematics	75%	92%	94%		
Science	78%	96%	83%		

GOAL 4: To provide special needs and at-risk students with the opportunity to develop individualized courses of study (academic and vocational).

<u>PROGRESS</u>: This is an action step. The charter school continues to take action to implement this step.

- Seventy-five percent of low socio-economic status (SES) students participated in college- level course work with a total of 47 college credits earned.
- Sixty percent of Individualized Education Program (IEP) students participated in collegelevel coursework with a total of 32 college credits earned.

NORTHWEST IOWA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Northwest Iowa Charter High School 300 N. 8th Ave. W Hartley, IA 51346

Hartley-Melvin-Sanborn Community School District

Administrator: Mark Petersen, Principal Lynn Evans, Superintendent

First Year of Charter: 2005-2006

Students enrolled in Charter: 59 (2007-2008)

20 Juniors 39 Seniors

District Graduation Rate: 91.3%

District Attendance Rate: K-8: 96.4% // K-12: 96%

CHARTER'S MISSION

To develop career academies and pathways beyond what could possibly be available within the Hartley-Melvin-Sanborn High School, to provide students a fast track to a college education, and to focus on students with special needs or who are considered at-risk.

DESCRIPTION OF CHARTER

Offers 11th and 12th grade students, that choose to participate, an opportunity to increase course rigor and relevancy through extensive selection of dual credit courses. Increase the probability of a meaningful senior year.

The charter school is a school within a school, all 11th and 12th grade students are in the charter.

NORTHWEST IOWA CHARTER HIGH SCHOOL GOALS AND PROGRESS

GOAL 1: Increase students' participation in college credit courses (dual credit, Post-Secondary Education Options (PSEO), Advanced Placement)

<u>PROGRESS</u>: During the 2007-2008 school year, there was an increase in students who took college credit courses. During the 2006-2007 school year, students were enrolled in 75 courses, and during the 2007-2008 school year, students were enrolled in over 100 courses.

GOAL 2: Each student in the charter school will have high school and college level courses aligned with a career pathway.

<u>PROGRESS</u>: Student course choices are tracked to determine if their choices are aligned with a career pathway.

Northwest Iowa Charter High School:

Percentage of Students Taking Courses Aligned with Career Pathway

2005-2006	2006-2007	2007-2008
100%	100%	100%

GOAL 3: Improve student achievement in the areas of reading, mathematics, and science at 11th grade.

<u>PROGRESS</u>: Student achievement at 11th grade has increased during the 2007-2008 school year in the areas of reading, mathematics, and science at 11th grade.

Northwest Iowa Charter High School: Percent of 11th Grade Students Proficient in Reading, Mathematics, and Science (2007-2008)

	2005-06 Baseline	2006-2007	2007-2008
Reading	82%	68.7%	74.1%
Math	92.9%	68.5%	75.9%
Science	92%	80%	86%

GOAL 4: Assure safe environment for charter students at all locations.

<u>PROGRESS</u>: This is not a goal, but an action step. To achieve this action step, transportation is provided to and from all college campus classes. The relationship between the high school and the college is strong and both parties review programming and policies to ensure consistency and safety at both locations.

PANORAMA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Panorama Community School District 701 W. Main Panora, IA 50216

Administrator: John Millhollin, Superintendent

First Year of Charter: 2006-2007

Students enrolled in Charter: 29 freshmen (2007-2008)

District Graduation Rate: 100%

District Attendance Rate: K-8: 95.7% // K-12: 95.5

CHARTER'S MISSION

To provide a rigorous and relevant curriculum; ensure all students achieve competency of the core curriculum; students will become confident college level performers before graduating from high school; and strengthen relationships amongst district's families, school district, and colleges to support college success of the district's students.

DESCRIPTION OF CHARTER

The charter school exists to increase the rigor and relevance at the secondary level. The curriculum will be reviewed and core areas will require a C grade in order for students to demonstrate competency in those areas. Postsecondary opportunities will be encouraged and all students will have an Individual Learning Plan (ILP) developed with parent input and school personnel reflecting the educational goals to the students.

The school is the charter school (school-wide charter).

PANORAMA CHARTER SCHOOL GOALS AND PROGRESS

GOAL 1: To increase parent and school collaborative academic and career planning through the development of an ILP with the expectation of increases in attendance rates and enrollment and decreases in truancy and discipline referrals. Increased student use of technology is expected as well.

<u>PROGRESS</u>: In 2007, 29 of the incoming 65 freshmen and their families (45 percent of the class) met with a school official at least once, either in the summer and/or during the school year to create and revisit their ILP.

A final "ticket out" presentation will be made using available technology. In 2008-2009, new elective technology courses will facilitate student creation of the required electronic reflections of growth for senior year presentation.

GOAL 2: To increase the percentage of students who can competently perform the skills benchmarks of the district to 100 percent.

<u>PROGRESS</u>: In 2004-2005, 26 percent of freshmen did not earn at least a C grade in grade 9 English class. In 2007-2008, this percentage lowered to less than 12 percent.

In 2004-2005, 20 percent of students in grade 9 science did not earn at least C grades. In 2007-2008, this percentage lowered to less than 2 percent.

Directed study hall (DiSH), Plato learning software, tutoring, retaking courses, podcasts, and other options have been made available to students to ensure competency.

GOAL 3: To increase the percentage of graduates who obtain "advanced college standing" before they receive their high school diploma.

<u>PROGRESS</u>: PSEO usage grew from 28 students completing 31 courses in 2004-2005 to 82 courses in 2007-2008.

New 28E agreements facilitate 85 completed college courses in 2007-2008.

EXPECTED OUTCOMES OF THE CHARTER SCHOOL

- 1. Statistical growth in standardized assessments.
 - Cohort of 2011 graduates, grade 9 in 2007-2008, Iowa Testing Programs standardized scores (NSS) improved from grade 8 in reading, spelling, language, mathematics, social studies, and the composite score.
- 2. Increased ability to communicate and learn with technology.
 - Performance based measure shows student communication with adults about selfachievement improved by charter students from their performance in grade 8 to grade 9.
 Student communication describing individual growth, challenges, and problem solving is a skill focus.
- 3. Increased percentage of those who complete postsecondary programs.
 - ACT identified non-academic factors, related to college retention, will be communicated focus points with charter families.

- Areas of focus for large group and ILP meetings:

 Ability to earn at least C in core curriculum
 Confidence to perform well at college level
 All charter students have set academic goals for success related to their interests.

PRESCOTT ELEMENTARY CHARTER SCHOOL

SCHOOL/DISTRICT INFORMATION

Prescott Elementary Charter School 1151 White Street Dubuque, IA 52001

Administrator: Chris McCarron, Principal

Dubuque Community School District

2300 Chaney Road Dubuque, IA 52001

First Year of Charter: 2006-2007

Students enrolled in Charter: 272, Preschool-5th grade

Enrollment Trends 06-07 and 07-08

	2006-2007	2007-2008
Preschool	22	22
Kindergarten	40	41
1 st Grade	40	41
2 nd Grade	44	44
3 rd Grade	44	44
4 th Grade	28	48
5 th Grade	28	32
Total	246	272

Number of Teachers: 31.5

CHARTER'S MISSION

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of society.

DESCRIPTION OF CHARTER

Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum.

The school is the charter (school-wide charter).

PRESCOTT ELEMENTARY CHARTER SCHOOL GOALS AND PROGRESS

GOAL 1: Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

<u>PROGRESS</u>: The percentage of full academic year (FAY) students proficient in grades 3-5 increased by 8 percent over last year as measured on the lowa Test of Basic Skills (ITBS).

Grades 3-5 ITBS FAY Reading Proficiency

	2006	-2007		-2008
	# of FAY Students	# of FAY Students Proficient	# of FAY Students	# of FAY Students Proficient
All Students	71	50.7	75	58.7
Female	29	72.4	47	59.6
Male	42	35.7	28	57.1
White	46	58.7	58	67.2
African American	19	36.8	14	28.6
Asian	2	50	0	NA
Hispanic	4	25	3	33.3
Low SES	58	46.6	33	50.9
Non-low SES	13	69.2	55	80
IEP	12	25	20	60
Non-IEP	59	55.9	10	58.5

OTHER NOTES REGARDING READING PROGRESS:

- All staff, including new staff, implemented Read Alouds at the recommended implementation rate by Iowa's Every Child Reads.
- Returning staff continued to implement Talk Alouds at the recommended implementation rate by Iowa's Every Child Reads.
- A common language and steps to the Writing Process were implemented across grades.
- All students reading below grade level received double guided reading groups.
- The new phonics program, that began last year in kindergarten, was extended to first grade.

GOAL 2: Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the lowa Department of Education.

<u>PROGRESS</u>: The percentage of FAY students proficient in grades 3-5 increased by 6.3 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Math Proficiency

	2006	-2007	2007-2008		
	# of FAY	# of FAY	# of FAY	# of FAY	
	Students	Students	Students	Students	
		Proficient		Proficient	
All Students	71	43.7	75	50	
Female	29	44.8	47	43.5	
Male	42	42.9	28	60.7	
White	46	58.7	58	54.4	
African American	19	21.1	14	28.6	
Asian	2	0	0	NA	
Hispanic	4	0	3	66.7	
Low SES	58	39.7	55	44.4	
Non-low SES	13	61.5	20	65	
IEP	12	25	10	50	
Non-IEP	59	47.5	65	50	

OTHER NOTES REGARDING MATH PROGRESS:

- Staff development focused lesson planning that increased student engagement in math exploration and problem solving. A common lesson plan format was adopted that focused instruction.
- An additional 15 minutes of differentiated math instruction was added per day.

GOAL 3: Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

<u>PROGRESS</u>: The percentage of FAY students proficient in grades 3-5 increased by 8.4 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Science Proficiency

	2006	-2007	2007-	-2008
	# of FAY Students	# of FAY Students Proficient	# of FAY Students	# of FAY Students Proficient
All Students	71	43.7	75	52.1
Female	29	51.7	47	54.3
Male	42	38.1	28	48.1
White	46	58.7	58	55.4
African American	19	15.8	14	28.6
Asian	2	0	0	NA
Hispanic	4	25	3	100
Low SES	58	36.2	55	45.3
Non-low SES	76.9	61.5	20	70
IEP	12	50	10	70
Non-IEP	59	42.4	65	49.2

OTHER NOTES REGARDING SCIENCE PROGRESS:

- All expeditions from last year were revised to ensure all science standards and benchmarks were being addressed.
- Staff development was provided in and the "Science Talk" protocol was implemented to increase student conversations on science topics.

GOAL 4: Increase student achievement in social studies on an annual basis.

<u>PROGRESS</u>: The percentage of FAY students proficient in grades 3-5 increased by 3.2 percent over last year.

Grades 3-5 ITBS FAY Social Studies Proficiency

	2006-2007 2007-2008				
	# of FAY Students	# of FAY Students Proficient	# of FAY Students	# of FAY Students Proficient	
All Students	71	40.8	75	44	
Female	29	41.4	47	44.7	
Male	42	40.5	28	42.9	
White	46	50	58	46.6	
African American	19	21.1	14	21.4	
Asian	2	50	0	0	
Hispanic	4	25	3	100	
Low SES	58	32.6	55	36.4	
Non-low SES	13	61.5	20	65	
IEP	12	33.3	10	60	
Non-IEP	59	42.4	65	41.5	

OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS:

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.

<u>PROGRESS</u>: Scores in 7 out of 16 Expeditionary Learning Core Practices and Design Principles were raised at the school this year. (See following chart for details.)

EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW Scale: 0-4 (0=no implementation; 4=implementation at high level)					
	School Score in 2006	School Score in 2007			
Learning Expectations					
Compelling topics	3	3			
Linked projects and products	2	3			
Fieldwork, service, experts	2	2			
Producing and presenting high quality student work	2	3			
Frequency of learning expeditions	2	3			
Quality/frequency of learning experiences outside the expedition	2	2			
Active Pedagogy					
Lesson design	2	3			
Use of effective practices	2	3			
Teaching reading through the disciplines	2	3			
Teaching writing through the disciplines	2	3			
Teaching literacy through the disciplines	3	3			
School Culture and Character					
Culture and character in the classroom	3	3			
Fostering student character and creating school culture	3	3			
Building a professional learning community	3	3			
Leadership and School Improvement					
Leadership and school improvement	3	2			
Structures					
School structures	3	3			

GOAL 6: Increase student participation and positive perceptions regarding the visual and performing arts.

<u>PROGRESS</u>: The number of students participating in arts programming increased from last year. During the 2006-2007 school year, 242 students participated in arts programming. The number of student participants increased during the 2007-2008 school year to 260. Some students participated in more than one activity.

OTHER NOTES REGARDING PROGRESS TOWARD GOAL:

- Art, music, and movement instructors' schedules were revised to allow them to
 collaborate in two grade level expeditions each trimester in a more in-depth manner. The
 revised schedule allowed the specialist to collaborate with the classroom teachers to
 plan an emphasis on one area of the arts each trimester.
- Every expedition had a specific arts focus.
- A partnership exists with the Dubuque Drum and Bugle Corps and they co-sponsor the school's steel drum band, The PanrhythmiX.
- The number of before and after school programs was increased. Classes offered in the
 arts were: dance classes at all grade levels, Mud Puppies (clay sculpting), PanrhythmiX,
 band camp, traditional band, orchestra, choice, scrapbooking, Body Sox creative
 movement, and yoga.
- Three students had pottery selected to be entered in the 2007 K-12 Ceramics Exhibition that was held in Louisville, Kentucky. Two of the students won awards at the competition.

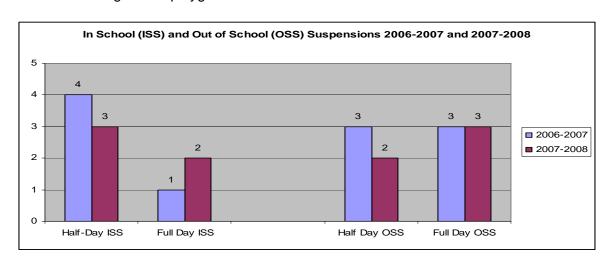
GOAL 7: Create a safer school environment.

<u>PROGRESS</u>: The number of half-day in-school suspensions decreased from last year; however, the number of full-day in-school suspensions increased. The number of full day out-of-school suspensions increased from last year.

Prescott scored a 73 percent School-wide Evaluation Tool (SET score. This is a lower score than last year; however, the school has made a decision not to offer extrinsic motivators and reinforcement. This is advocated by positive behavior supports and the decision will continue to affect the SET score.

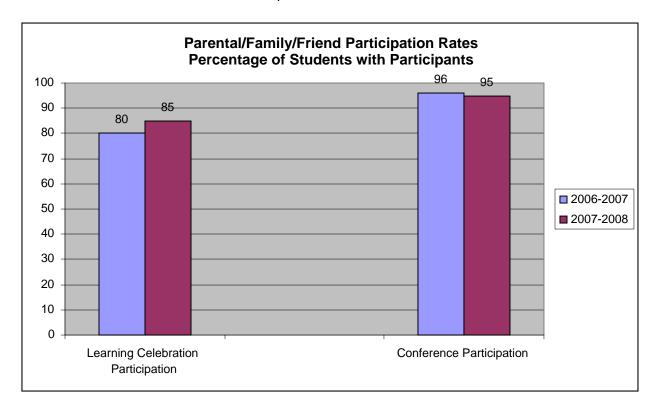
School-wide morning meetings have been implemented. Support staff collaborate with each classroom teacher to begin the day and promote a stronger school community.

Changes have been made in recess supervision to counter the student conflicts that were arising on the playground.



GOAL 8: Increase parental involvement.

<u>PROGRESS</u>: Parents/family/friends are invited to school for learning celebrations and conferences. If parents cannot or do not attend conferences, they are rescheduled for times two weeks before the conference date up to two weeks after.



GOAL 9: Increase the economic diversity of students who attend Prescott School.

<u>PROGRESS</u>: The number of students receiving free/reduced lunches decreased from 90.3 percent in 2006-2007 to 79.9 percent in 2007-2008. This is a decrease in 10.6 percent.

GOAL 10: Increase the attendance rate.

<u>PROGRESS</u>: In 2006-2007 the attendance rate at Prescott was 95 percent. During 2007-2008 it increased to 96 percent. An Attendance Coach Program was implemented to support families for which truancy was a concern. The staff members met with students on a regular basis to problem solve and prevent the need for truancy mediation. There were 16 students served with an Attendance Coach. Truancy mediations decreased from 25 in 2006-2007 to 13 in 2007-2008.

GOAL 11: Increase community involvement and support for Prescott School.

<u>PROGRESS</u>: With so many new staff members, including a new guidance counselor, the primary focus was to maintain the current Community Partners. An effort will be made in the coming year to actively seek new Community Partners.

An end of the year Volunteer Appreciation event was held. Nearly 200 people were invited and the PanrhythmiX and the dance team performed.

Affiliation with US Bank, St. Luke's United Methodist Church, Kepharts, Dubuque City Hall, Bio Life, and the Telegraph Herald have been maintained.

LINCOLN ACADEMY OF INTEGRATED ARTS

SCHOOL/DISTRICT INFORMATION

Lincoln Academy of Integrated Arts 318 E. 7th St. Davenport. IA 52803

Administrator: Mary McMeekin, Principal

Davenport Community School District 1606 Brady St.

Davenport, IA 52803

First Year of Charter: 2005-2006

Students enrolled in Charter: 262 (2007-2008)

Kindergarten: 49
 1st Grade: 48
 2nd Grade: 51
 3rd Grade: 42
 4th Grade: 35
 5th Grade: 37

Number of Teachers: 29

CHARTER'S MISSION

In collaboration with parents, arts partners, and the larger community, to engage the whole child through challenging academic, arts-infused learning in a safe and positive environment.

DESCRIPTION OF CHARTER

K-5 arts integration model to accelerate student achievement and develop the whole child. One of 20 elementary schools in the Davenport Community School District, the elementary school is the charter school.

NOTE: The Davenport Board of Education voted to discontinue charter status at the August 11, 2008, Board meeting. Minutes have been received.

LINCOLN ACADEMY OF INTEGRATED ARTS GOALS AND PROGRESS

GOAL 1: The percentage of all students proficient in reading will increase by the end of the 2007-2008 academic school year.

<u>PROGRESS</u>: The percentage of students considered proficient in reading at Lincoln has decreased since the 2006-2007 school year.

Percentage of Students Proficient in Reading

	2004-2005 Baseline Year	2005-2006	2006-2007	2007-2008
Grades 3-5 Combined	66.9	60.7	64.7	50.9
Grade 4 Lincoln Academy	69	64.7	65.7	54.3
Grade 4 Davenport District	64.8	67	73.8	69.5

GOAL 2: The percentage of all students proficient in mathematics will increase by the end of the 2007-2008 academic school year.

<u>PROGRESS</u>: The percentage of students considered proficient in mathematics at Lincoln has decreased since the 2006-2007 school year.

Percentage of Students Proficient in Mathematics

	2004-2005 Baseline Year	2005-2006	2006-2007	2007-2008
Grades 3-5 Combined	71.3	64.3	70.5	59.6
Grade 4 Lincoln Academy	78.6	49	80	62.9
Grade 4 Davenport District	75	74.9	77.6	75.8

GOAL 3: The percentage of all students proficient in science will increase by the end of the 2007-2008 academic school year.

<u>PROGRESS</u>: The percentage of students considered proficient in science at Lincoln has decreased since the 2006-2007 school year.

Percentage of Students Proficient in Science

	2004-2005 Baseline Year	2005-2006	2006-2007	2007-2008
Grades 3-5 Combined	77.9	72.9	72.5	57.9
Grade 4 Lincoln Academy	85.7	76.5	74.2	65.7
Grade 4 Davenport District	72.4	74.6	NA	77.6

GOAL 4: All students will demonstrate proficiency in one of more of the four disciplines of creative arts, dance/creative movement, theatre/creative drama, music, or the visual arts – by the end of the 2007-2008 academic school year.

PROGRESS: No information is a available from the district regarding this goal.

GOAL 5: School climate will improve and student engagement will increase by the end of the 2007-2008 academic school year.

<u>PROGRESS</u>: During the 2007-2008 school year, behavior referrals and conduct reports decreased during each quarter.

Behavior Referrals Conduct Reports 2006-2007 and 2007-2008 Comparison

	2006-2007	2007-2008
1 st Quarter	102	75
2 nd Quarter	141	65
3 rd Quarter	120	88
4 th Quarter	140	124

Appendix A Others Reporting Requirements from 256F.4(2) 2008-2009 Annual Report for Charter Schools

Assurances: Iowa's charter schools are a part of the state's program of public education and:

- Meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, religion, and creed.
- Operate as a nonsectarian, nonreligious public school.
- Are free of tuition and application fees to lowa resident students between the ages of five and twenty-one years.
- Are subject to and comply with Chapter 216 and 216A relating to civil and human rights.
- Provide special education services in accordance with Chapter 256B.
- Are subject to the same financial audits, audit procedures, and audit requirements as school districts.
- Are subject to and comply with Chapter 284 relating to the Student Achievement and Teacher Quality Program.
- Are subject to and comply with Chapter 20 and 279 relating to contracts with and discharge of teachers and administrators.
- Are subject to and comply with the provision of Chapter 285 relating to the transportation of students
- Are subject to and comply with the provisions of Chapters 21 and 22 relating to open meetings for Charter Advisory Council meetings.

District/Charter School	Grades Served	Total % of all dropouts 7-12	Financial Stability	Number of Teachers	Number of Administrators	Qualifcations	Recent Supervisory Visits	Number of Comments
Southeast Webster/ Iowa Central Charter	Select students grades 11 & 12	0.68%	The district does not currently have a negative unspent balance	1.65 FTE	1.0 FTE	All hold lowa licensure	May 20, 2008	7
Davenport/Lincoln Academy	All K-5 in the Lincoln Building	4.09%	The district does not currently have a negative unspent balance	29.0 FTE	1.0 FTE	All hold Iowa Iicensure	Dropping Charter Status	NA
Hartley-Melvin- Sanborn/NW IA Charter	Select students grades 11 & 12	2.11%	The district does not currently have a negative unspent balance	10.05 FTE	1.0 FTE	All hold Iowa Iicensure	May 19, 2008	5

District/Charter School	Grades Served	Total % of all dropouts 7-12	Financial Stability	Number of Teachers	Number of Administrators	Qualifcations	Recent Supervisory Visits	Number of Comments
Howard- Winnesheik/Elma Elementary	All K-6 in the Elma Building	1.38%	The district does not currently have a negative unspent balance	13 (8.6 FTE)	.5 FTE	All hold Iowa Iicensure	May 22, 2008	6
Storm Lake/Early College Charter	Select students grades 9-12	2.53%	The district does not currently have a negative unspent balance	1.0 FTE	1.0 FTE	All hold Iowa Iicensure	June 16, 2008	4
West Central/ Northeast Iowa Charter	Select students grades 11 & 12	0.61%	The district does not currently have a negative unspent balance	.14 FTE	1.0 FTE	All hold lowa licensure	May 22, 2008	7

District/Charter School	Grades Served	Total % of all dropouts 7-12	Financial Stability	Number of Teachers	Number of Administrators	Qualifcations	Recent Supervisory Visits	Number of Comments
Dubuque/Prescott Elementary Charter School	All K-5 in the Prescott Building	2.31%	The district does not currently have a negative unspent balance	31.5 FTE	1.0 FTE	All hold lowa licensure	May 21, 2008	7
Panorama/Panorama Charter High School	Select students grades 9-12	0.00%	The district doesnot currently have a negative unspent balance	21.0 FTE	1.0 FTE	All hold Iowa licensure	June 4, 2008	6
Sigourney/eSigourney Entrepreneurial Academy for Leadership (eSEAL)	Select students grades 7-12	0.81%	The district does not currently have a negative unspent balance	26.45 FTE	1.0 FTE	All hold Iowa Iicensure	June 9, 2008	7